IU School of Education
Teacher Education Council
February, 27 2002

Present: Members: Marilynne Boyle-Baise, Ellen Brantlinger, Ginette Delandshere, Paulette Dilworth, Sarah Franklin, Thomas Gregory, Mark Helmsing, Peter Kloosterman, Diana Lambdin, Lissa May, Timothy Niggle, Jill Shedd
Visitors: Cathy Brown, David Flinders, Jesse Goodman, Susan Klein, Fritz Lieber
Minutes taken by: Amy Kemp

Handouts: Agenda (2/27/02); Minutes of the 2/6/02 meeting, Proposal for a Secondary Teacher Education Program, "Preparing Teacher for Cultural Diversity and National Standards of Academic Excellence", Comments on Adolescents in a Learning Community, Memorandum from Concerned Faculty in C&I Concerning the Secondary Teacher Education Program, Memorandum from Associate Dean Lambdin regarding the Secondary Teacher Education Program, Overview of the Secondary Education Program, Procedures for Course/Program Creation or Change

I. **Approval of Minutes**
   A. **Minutes of the 2/6/02 meeting were approved.**

II. **Undergraduate Representative to TEC for spring**
   A. Mark Helmsing the new undergraduate representative to the Council introduced himself.

III. **Discussion of Bulletin language concerning the Admission Policy of the Elementary Education Program**
   A. Jesse Goodman presented an overview of what the pre-2000 Bulletin set out as the Elementary Education admission criteria. He stated that this policy had been changed in the 2000 Bulletin through oversight without discussion by the faculty. He suggested that in order to keep the enrollment in Elementary Education at a level where quality could be maintained, language from previous bulletins should be reinstated.
   B. Diana Lambdin stated that the TEC cannot change Elementary Education policy nor the language in the bulletin. She suggested that the Elementary Education faculty recommend new language which the Council could then consider.
   C. Lynne Boyle-Baise suggested that because the decision was made by one person while the Elementary Education faculty still supported the old statement, the language should simply be changed back to that which the Elementary faculty approved.
   D. Tim Niggle stated that the decision was not made by one person but by various faculty groups.
   E. Pete Kloosterman stated that he would like to see a faculty group make the decision on admission criteria for the new Praxis/TIP merged elementary education program.

F. Diana Lambdin stated that there will be a revision of the Bulletin and these changes can be added there.
G. Jill Shedd stated that there needs to be common criteria for admission and that Early Childhood and TAL should also make these decisions with TIP.
H. A short discussion followed concerning the uniformity of admission criteria.

IV. Music Education Program

I. It was announced that the Music Education Program and the Praxis/TIP merger had passed Policy Council.

IV. Secondary Education Program

A. Diana Lambdin began the discussion by referencing her memo (see handouts section) and stated that the Secondary Education Program should be approved by the end of the month so that it can be included in the Bulletin and be ready for the NCATE visit.
B. Pete Kloosterman added that this meeting was for discussion – no vote would be taken until at least the March meeting of TEC.
C. Lynne Boyle-Baise referred that the article "Preparing Teachers for Cultural Diversity and National Standards of Academic Excellence" (see handouts section). She stated that Christine Bennett had asked her to present it at the meeting to represent her concerns for the Program.
D. Cathy Brown stated that she had expected the Council members to have received the Proposal for a Secondary Teacher Education Program before the meeting and that the group that had worked on the Proposal had changed over time. She proceeded to explain the Program referencing the chart on page 14 of the Proposal.
E. Cathy gave an overview of the Program pointing out that the blue area of Semester 1 represents a cohort of students across subject areas in a 9 hour block of courses. She also pointed out that there is a virtual field experience in the first semester.
F. Cathy pointed out that in the second semester, a methods course specific to the student's major would be linked with literacy methods and a field experience. In the same semester the student will be taking W300 and be preparing a virtual portfolio.
G. Referring to semester 3, Cathy stated that the major methods courses are not directly linked with a field experience, though there are hopes of making that possible in the future in collaboration with the Special Education faculty. She stated that management and legal issues would together make up 3 credits with students rotating through these courses spending half of their semester in one and half in the other.
H. In semester 4, students would complete their student teaching and a 1 credit professional development course. In semesters 2 and 3 students would have one field experience in the high school and another in the middle school so that they could make a choice between the two for their student teaching and meet development standards.

I. David Flinders brought the Council's attention to page 3 of the Proposal and noted that divergent groups of people had worked on the Secondary Education Program. He asked the Council how faculty other than those currently working on the Program and on the TEC would have input into the process.

J. Diana Lambdin stated that discussion meetings could be arranged, but that the program must be finished and it is not possible to restart the Proposal from scratch.

K. David Flinders asked what impact these Program changes would have on graduate certification programs and teacher certification students, especially the 2 methods courses and the possibility of that time commitment discouraging graduate students.

L. Tom Gregory asked how students from other programs would have access to methods courses.

M. Lynne Boyle-Baise stated that she had been involved in the discussion of this program for only this year and that C&I representation had been poor and faculty who had worked on Inquiry and Social Justice were not included.

N. Lynne continued by listing her concerns for the program. She stated that M300 is vital to the Secondary Education Program and in the training of teachers who can effectively teach in a diverse environment and that a second Educational Psychology course should not take its place. She stated that M300 has a 20 year history of success and that Perspectives on Adolescents in Multicultural Contexts does not cover all of the same material that M300 did, specifically she suggested that Perspectives on Adolescents dwells on individual normalcy while M300 is a critique of normalcy and social context.

O. Ellen Brantlinger stated that her concerns were similar and added that Educational Psychology courses are taught by graduate students who generally have no teaching experience while M300 is generally taught by students from C&I who have at least 3 years of experience in schools.

P. Mark Helmsing noted that students requested more Special Education training.

Q. Tom Gregory asked if course numbers for present and future classes were changing and stated that this information along with syllabi was needed for TEC approval of a program.

R. David Flinders asked how much of a student's degree would be focused on content and how much would be focused on pedagogy. He also noted that students should take more diverse classes and mix between disciplines.

S. Tim Niggle noted that in addition to general methods there is also mixing of students from different disciplines in the issues courses.

T. Sarah Franklin stated that high schools receive teachers who are well trained in content but who need more flexibility to work in an interdisciplinary manner and meet new standards.

U. Pete Kloosterman suggested that the Council focus not on the problems of the Proposal but on what can be done to bring the matter to the point that it can be voted on in a month.

V. Tom Gregory noted that there will need to be a way to discuss the matter between meetings.

W. Lynne Boyle-Baise noted that the removal of M300 and M314 would have a significant effect on graduate student employees in C&I.

X. David Flinders suggested that everyone think about the resources and teaching time needed in the new program and speak to the Dean about needs.

Y. Cathy Brown stated that it has been difficult to get people interested in working on the Program and that the passion of the faculty is in subject areas not a general program.

Z. Lynne Boyle-Baise stated that before there had been many programs and now there would be only one.

AA. Cathy Brown asked for suggestions for what can be accomplished.

BB. Pete Kloosterman and Susan Klein suggested that faculty input is needed.

CC. Diana Lambdin stated that the program must be finished in a month.

DD. Lissa May asked if the program had to be approved in its entirety or if only the common "skeleton" needed to be approved now.

EE. Tom Gregory stated that it is hard to evaluate without syllabi.

FF. Susan Klein stated that if the "skeleton only" is approved the discussion will be about content only.

GG. There was discussion as to the feasibility of completing this Program in a month.

HH. Jill Shedd stated that NCATE interviewers want to see a whole Secondary Education Program, that we cannot control what they ask and that they will know if the Program is not integrated or fully supported.

II. Cathy Brown stated that the current Proposal is a collection of courses not a program and that it needs vision and for that the group working on the Program needs help.

JJ. Jill Shedd stated that an executive summary of the heart of the program is needed. She suggested that if the summary of the vision of the program is in place, it can state that specific syllabi will include specifics later.

KK. Tom Gregory suggested examples of 1-2 full syllabi and general discussion of the remainder.

LL. Jill Shedd stated that the existing syllabi are not new; they do not correspond to a vision of a secondary education program and do not correspond to field experience in the middle and high schools.

MM. Ginette Delandshere asked if there is a rationale across the syllabi and suggested that everyone write a rationale for their course which corresponds to the commonalities of a new program.

NN. Fritz Lieber stated that the M300 discussion could be resolved by the next TEC meeting.

OO. Cathy Brown stated that all material which are not content specific can be in place quickly and an overarching statement of content can be written.

PP. The meeting ended with Fritz and Cathy indicating they would do what they could to get the secondary education faculty together to do more work on the document describing the program. There seemed to be a feeling that if the non-content specific material could be in place and the overarching statement of content written, it would be enough to vote on the program at the March meeting of TEC.